

## From the Editors

We begin with a reminder to our readers of the Special Issue scheduled for October 2015, on the topic *Connections between Second Language Reading and Writing*. This Special Issue will be edited by Betsy Gilliland and Jeongyeon (Jay) Park. The deadline for the submission of manuscripts is **February 1, 2015**. Please see the announcement at: <http://nflrc.hawaii.edu/rfl/announcements.html>

We make our semi-annual request that those readers of *RFL* who have not yet subscribed to become subscribers at no cost. Subscribers have the option of being notified through e-mail as soon as each new issue is released. We keep all subscriber information confidential. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. So, please take a few moments to fill out the brief [subscription form](#) for *Reading in a Foreign Language*.

*RFL* acknowledges and appreciates the support of the [National Foreign Language Resource Center](#) (NFLRC), and the [University of Hawai'i Department of Second Language Studies](#). Their continued funding allows us to offer *RFL* without charge.

*RFL*, like all scholarly journals, depends on the support of individuals with expertise in various areas of second and foreign language reading. The critical and insightful observations and suggestions of the external reviewers allow the journal to maintain the high quality of the articles. However, as *RFL* has become the leading journal in second and foreign language reading, the number of manuscripts that we receive for consideration steadily increases. As a result, we need more and more external reviewers. If any readers of *RFL* would like to be external reviewers, please contact us with the areas of second and foreign language reading in which you have particular expertise.

We would like to acknowledge and thank the external reviewers who have provided valuable comments on manuscripts. As noted above, these scholars make invaluable contributions to *RFL*. The following external reviewers took time to do critical evaluations through mid-September 2014:

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Khalid Al-seghayer, Ryoko de Burgh-Hirabe, Nathan Carr, Anna C-S Chang, Amanda Clinton, Henrik Gyllstad, Yukie Horiba, Peter Hourdequin, Kristin Lems, Michael Lesser, Zheng Lin, Hsien-Chin Liou, Setsuko Mori, Heike Neumann, Alex Poole, David Qian, Nevitt Reagan, Thomas N. Robb, Steven Ross, Etsuo Taguchi, Osamu Takeuchi, Holly Trech Thomas, Stacy Todaro, Stuart Webb, Junko Yamashita, and SooJung Youn.

We would also like to thank the following copy editors:

Hyunah Ahn, Grace Cassagnol, Danielle Combs, Cheryl DiCello, Jennifer Holdway, Hanbyul Jung, Alex Kasula, Jake Kletzien, Kasey Larsen, Mike Misner, Aki Omote, Dahyun Park, Jeongyeon Park, and Fred Zenker.

### **In this issue**

#### *Articles*

Paul Nation discusses the amount of input needed to learn the most frequent 9,000 words.

Jeffrey Huffman reports on the impact of an extensive reading course on reading rate.

Cindy Brantmeier, JoAnn Hammadou Sullivan, and Michael Strube present the results of their investigation into the effects of textual enhancement adjuncts, prior subject knowledge, L1 reading ability, and L2 Spanish knowledge on L2 comprehension.

Shingo Nahatame examines the predictive inference generation during L2 reading, by Japanese EFL university students, with a focus on the effects of strategy instructions.

#### *Reviews*

*Reading Assessment: Linking Language, Literacy, and Cognition* by Melissa Lee Farrall, is reviewed by Kamal Heidari Soureshjani.

Haomin Zhang reviews *Phonological Awareness and Reading Acquisition: An Educational Proposal for Introducing English in Italian Preschools* by Verusca Costenaro.

#### *Feature*

The feature, “Readings on L2 Reading: Publications in Other Venues,” presents references through 2013 – 2014, by Cindy Brantmeier, Lyndsie Schultz, Cristian Aquino-Sterling, and Tracy Van Bishop.